

281—62.4 (256,279) Identification of a student as being persistently at risk in reading. A school district shall follow this rule in determining whether a student in kindergarten through grade three is persistently at risk in reading.

62.4(1) Definition of “persistently at risk in reading.” A school district shall determine that a student is “persistently at risk in reading” if, based on the requirements of this chapter, the student has not met the grade-level benchmarks on two consecutive screening assessments administered pursuant to this chapter. A student is “at risk in reading” if the student did not meet the grade-level benchmark for one of the two most recent screening assessments administered pursuant to this chapter.

62.4(2) Determination of a persistent risk in reading.

a. In initially determining whether a student is persistently at risk in reading as defined in subrule 62.4(1), the school district shall consider assessments referred to in rule 281—62.2(256,279) and subrule 62.3(1) or teacher observations that meet the criteria referenced in subrule 62.3(4).

b. In determining whether a student continues to be persistently at risk in reading, a school district shall consider assessments referred to in rule 281—62.2(256,279) and subrule 62.3(1), with specific attention given to progress-monitoring results under subrule 62.2(3).

62.4(3) Services offered to all students who are persistently at risk in reading. A school district shall provide intensive reading instruction to any student who is persistently at risk in reading, as defined in subrule 62.4(1). A school district shall continue to provide the student with intensive reading instruction until the student is reading at grade level, as determined by the student’s consistently proficient performance on valid and reliable measures of reading ability that meet the requirements of rule 281—62.2(256,279). All services provided under this subrule shall comply with rule 281—62.6(256,279).

62.4(4) Notice to parents. The parent or guardian of any student in kindergarten through grade three who is persistently at risk in reading, as defined in subrule 62.4(1), shall be notified regularly in writing and shall be provided all of the following:

a. A description of the services currently provided to the child;

b. A description of the proposed supplemental instructional services and supports that the school district will provide to the child that are designed to remediate the identified area or areas in which the student is persistently at risk in reading;

c. Strategies for parents and guardians to use in helping the student read proficiently, including but not limited to the promotion of parent-guided home reading; and

d. Regular updates regarding the student’s progress toward reaching or exceeding the targeted level of reading proficiency.